

Teacher(s): Johnson

Subject: World History

Week of: Nov 27 – Dec 1, 2017 Week: 16

DAY	PRE-PLANNING	AGENDA	INSTRUCTIONAL STRATEGIES	ASSESSMENT
Mon	Standard(s): SSWH5 Examine the political, economic, and cultural interactions within the Medieval Mediterranean World between 600 CE/AD and 1300 CE/AD. a. Analyze the origins of Islam and the growth of the Islamic Empire.	Do Now: Guided Instruction (<i>We do</i>)- Using the map on the smartboard, when did the spread of Islam begin? Opening: Focused Instruction (<i>I do</i>)- Lead discussion over the notes from the handout, supplemented with map on smartboard Work Session: Guided Instruction (<i>We do</i>)- Review the important points and ideas presented in the handout on the origins and growth of Islam; students underline, highlight, circle to provide visual cues to the material Closing: Guided Instruction (<i>We do</i>)- Would Muhammed have become the leader of Islam if he had to work instead of depending upon his wealthy wife? (The little things in history make all the difference) Home Learning:	<input type="checkbox"/> Advanced Organizer <input type="checkbox"/> Choice Menu <input type="checkbox"/> Cornell note <input type="checkbox"/> Brain Dump/Mind Map <input type="checkbox"/> K-W-L <input type="checkbox"/> Carousel Brainstorming <input type="checkbox"/> 3 Facts & a Fib X Other <ul style="list-style-type: none"> Secondary notetaking Smartboard map 	Formative: Teacher Observation Q&A
	Purpose: To provide the students with an overview and discussion of how Islam started and spread over time; reinforced with smartboard map			Summative:
Tues	Standard(s): SSWH5 Examine the political, economic, and cultural interactions within the Medieval Mediterranean World between 600 CE/AD and 1300 CE/AD. b. Understand the reasons for the split between Sunni and Shi'a Muslims. c. Assess the economic impact of Muslim trade routes to India, China, Europe and Africa.	Do Now: Guided Instruction (<i>We do</i>)- What do the Sunni and Shi'a Muslims disagree about? Opening: Focused Instruction (<i>I do</i>)- Lead discussion over the notes from the handout, supplemented with map on smartboard Work Session: Guided Instruction (<i>We do</i>)- Review the important points and ideas presented in the handout on the split between the Sunnis and Shi'as and the economic impact of Muslim trade routes to India, China, Europe and Africa ; students underline, highlight, circle to provide visual cues to the material Closing: Guided Instruction (<i>We do</i>)- How might history be different is Islam had not split? Home Learning:	<input type="checkbox"/> Advanced Organizer <input type="checkbox"/> Choice Menu <input type="checkbox"/> Cornell note <input type="checkbox"/> Brain Dump/Mind Map <input type="checkbox"/> K-W-L <input type="checkbox"/> Carousel Brainstorming <input type="checkbox"/> 3 Facts & a Fib X Other <ul style="list-style-type: none"> Secondary notetaking Smartboard map 	Formative: Teacher Observation Q&A
	Purpose: To provide the students an overview and discussion of how and why Islam split and the economic impact of Islam on Europe, China, India and Africa			Summative:
Weds	Standard(s): SSWH5 Examine the political, economic, and cultural interactions within the Medieval Mediterranean World between 600 CE/AD and 1300 CE/AD. d. Identify the contributions of Islamic scholars in science, math, and geography e. Analyze the relationship between Judaism, Christianity, and Islam.	Do Now: Guided Instruction (<i>We do</i>)- How was much of the scholarship from Greece and Rome preserved? Opening: Focused Instruction (<i>I do</i>)- Lead discussion over the notes from the handout, supplemented with map on smartboard Work Session: Guided Instruction (<i>We do</i>)- Review the important points and ideas presented in the handout on Islamic scholarship and the relationship between Judaism, Christianity and Islam; students underline, highlight, circle to provide visual cues to the material Closing: Guided Instruction (<i>We do</i>)- How would things be different if the Muslims had not preserved the scholarship of Greece and Rome? Home Learning:	<input type="checkbox"/> Advanced Organizer <input type="checkbox"/> Choice Menu <input type="checkbox"/> Cornell note <input type="checkbox"/> Brain Dump/Mind Map <input type="checkbox"/> K-W-L <input type="checkbox"/> Carousel Brainstorming <input type="checkbox"/> 3 Facts & a Fib X Other <ul style="list-style-type: none"> Secondary notetaking Smartboard map 	Formative: Teacher Observation Q&A
	Purpose: To provide the students with an overview and discussion on Islamic scholarship and to analyze the relationship between Judaism, Christianity and Islam			Summative:

Thurs	Standard(s): ELACC9-10RH4: Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science. ELACC9-10RH5: Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.	Do Now: Guided Instruction (We do)- Sign in to Achieve 300 (Lab 216) Opening: Focused Instruction (I do)- Explain requirements of using Achieve 3000 to include providing me with your activity (quiz) 1st score and showing me that you have 5 dots indicating completion of the work Work Session: Independent Learning (You do alone)- Complete requirements of the reading assigned on Achieve 3000 Closing: Guided Instruction (We do)- How many have been unable to complete the assignment? Home Learning:	<input type="checkbox"/> Advanced Organizer <input type="checkbox"/> Choice Menu <input type="checkbox"/> Cornell note <input type="checkbox"/> Brain Dump/Mind Map <input type="checkbox"/> K-W-L <input type="checkbox"/> Carousel Brainstorming <input type="checkbox"/> 3 Facts & a Fib X Other <ul style="list-style-type: none">Achieve 3000	Formative: Teacher Observation Q&A Achieve requirements
	Purpose: To provide students with an opportunity to enhance their ability to read within a structured online environment.			Summative:
Fri	Standard(s): SSWH5 Examine the political, economic, and cultural interactions within the Medieval Mediterranean World between 600 CE/AD and 1300 CE/AD. a. Analyze the origins of Islam and the growth of the Islamic Empire. d. Identify the contributions of Islamic scholars in science, math, and geography	Do Now: Guided Instruction (We do)- All students get a textbook and one atlas per two students Opening: Focused Instruction (I do)- Mr Elliott explains the work session requirements; assists as needed Work Session: Independent Learning (You do alone)- using the textbook complete and turn in GR/GN 10-1 & 10-3 OR Collaborative Learning (You do together)- in groups, using the textbook complete and turn in GR/GN 10-1 & 10-3 AND Collaborative Learning (You do together)-, in pairs, using the Nystrom Atlas complete the Nystrom Map # 27 work Closing: Guided Instruction (We do)- All work must be turned in at end of class Home Learning:	<input type="checkbox"/> Advanced Organizer <input type="checkbox"/> Choice Menu <input type="checkbox"/> Cornell note <input type="checkbox"/> Brain Dump/Mind Map <input type="checkbox"/> K-W-L <input type="checkbox"/> Carousel Brainstorming <input type="checkbox"/> 3 Facts & a Fib X Other <ul style="list-style-type: none">Guided NotesNystrom Map #27 work	Formative: Teacher Observation Q&A Guided Notes Nystrom Map work
	Purpose: To provide the students a hands on opportunity to enhance their knowledge using guided notes and atlas work			Summative: